

The answers start from the next page.

FI 1 – 3

1	2	3
I 1) terrain 2) oases 3) bandits 4) merchants 5) caravans 6) lucrative	I 1) newly hatched silkworms 2) an elaborate protective casing	I 1) cocoons were made of silk thread 2) eating the leaves the mulberry trees 3) accidentally dropping a cocoon some hot tea
II 1) larva 2) yarn 3) loom 4) embroidery 5) secrecy 6) smuggled	II 1) spectacular escape the cocoon 2) The larvae the protective casing 3) the individual fibres obtained by unravelling	II 1) how to raise silkworms 2) caring for silkworms, spinning, weaving 3) how to make silk
<p>Note</p> <p>FI 3 II 2): The words (caring for silkworms, spinning, weaving) may be put in any order.</p>		

4	5
<p>I</p> <ol style="list-style-type: none"> 1) network Silk Road 2) risks embarked on a trading expedition 3) the next oasis town (along the route) 	<p>I</p> <ol style="list-style-type: none"> 1) able to survive for long periods of time without water 2) attack from bandits 3) silk carved jade
<p>II</p> <ol style="list-style-type: none"> 1) main branch Silk Road 2) commercial centres the western end of the Silk Road 3) oasis towns along the routes 	<p>II</p> <ol style="list-style-type: none"> 1) nearly 3,000 years 2) paper money 3) silkworm (finally) smuggled to Constantinople
<p>Note</p>	

6	7
<p>I</p> <ol style="list-style-type: none"> 1) embroider 2) embroidery 3) merchant 4) merchandise 5) extraterrestrial 6) terrain 	<p>I</p> <ol style="list-style-type: none"> 1) secrecy 2) secretive 3) larva 4) larvae 5) smuggle 6) smuggler
<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- she embroidered some flowers on it. - she asked her mother to embroider it. 2)- they were sold by merchants in bazaars. - merchants would sell them in bazaars in Damascus and Baghdad. 3)- they could cope with the difficult terrain. - of the rough terrain. 	<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- silk moth larvae eat them in very large quantities. - silk moth larvae do. 2)- the Chinese silk makers were very secretive about how silk was made. - the Chinese were so secretive about how to make silk. 3)- people had to smuggle them out of the country. - the only way to get them out of the country was to smuggle them out.
<p>Note</p> <p>FI 6 II, 7 II: Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u>, <u>punctuation</u> and <u>grammar</u>, they should be awarded full marks.</p>	

8	9	10
<p>I</p> <p>1) holes leaves of his mulberry trees</p> <p>2) palace garden</p>	<p>I</p> <p>1) using silk as a form of currency</p> <p>2) the Middle East to realise that there was money to be made in trading silk</p>	<p>I</p> <p>1) elaborately carved jade medicinal herbs</p> <p>2) (many) ideas, philosophies and religions</p>
<p>II</p> <p>1) (single, delicate) fibre softened in the hot liquid</p> <p>2) use filtered down to other classes of society</p>	<p>II</p> <p>1) some of the most inhospitable terrains in the world</p> <p>2) together in long caravans of camels</p>	<p>II</p> <p>1) the silk makers of Khotan were as secretive as those in China</p> <p>2) monks silkworm eggs hollow bamboo canes</p>
<p>Note</p> <p>FI 10 I 2): The words (many ideas, philosophies, religions) may be put in any order.</p>		

11	12	13
I 1) generated 2) particles 3) charge 4) circuit 5) static 6) react	I 1) electronic revolutionised communication 2) accidents involving electricity 3) fossil fuels coal, natural gas and oil	I 1) a resin amber fur 2) the attraction the amber and the lightweight objects 3) other objects could be made ‘electric’
II 1) devices 2) calculate 3) magnetic 4) boost 5) breakthroughs 6) boom	II 1) turning water into steam to move giant turbines 2) other ways to generate electricity 3) alternative sources of electricity	II 1) (famous) kite and key experiment 2) a metal key tied to the string of a kite 3) lightning was electricity
Note FI 12 I 3): The words (coal, natural gas, oil) may be put in any order.		

14	15
<p>I</p> <ol style="list-style-type: none"> 1) a knife across a dead frog and the metal tray 2) frogs' bodies must contain some sort of electric fluid 3) the electricity came from the metal objects 	<p>I</p> <ol style="list-style-type: none"> 1) a charge of electricity 2) Hans Christian Oersted's 3) book passed to
<p>II</p> <ol style="list-style-type: none"> 1) a cloth soaked in acid 2) first electric battery 3) boom in portable and handheld devices 	<p>II</p> <ol style="list-style-type: none"> 1) a series of lectures a world-famous scientist 2) self-taught could not calculate difficult equations 3) contribution to the field of science
<p>Note</p>	

16	17
<p>I</p> <ol style="list-style-type: none"> 1) generate 2) generator 3) charge 4) discharge 5) calculated 6) calculate 	<p>I</p> <ol style="list-style-type: none"> 1) magnetic 2) magnet 3) boom 4) booming 5) circulate 6) circuit
<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- most use coal, oil or natural gas to generate electricity. - most generate electricity by burning coal, oil or natural gas. 2)- Batteries store a charge of electricity - A battery's electrical charge is stored 3)- Computers can calculate difficult mathematical problems - Difficult maths problems can be calculated by a computer much 	<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- I used a magnet to pick them up. - I picked them up with a magnet. 2)- as long as the boom continues. 3)- Transistors control the flow of electricity circulating - Electricity circulating in most electronics is controlled by transistors
<p>Note</p> <p>FI 16 II, 17 II: Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u>, <u>punctuation</u> and <u>grammar</u>, they should be awarded full marks.</p>	

18	19	20
<p>I</p> <p>1) the Earth was a magnet</p> <p>2) electric circulating the Earth's inner core</p>	<p>I</p> <p>1) small amount of electricity travelling through our bodies</p> <p>2) Electrical sent through the nerves in our body</p>	<p>I</p> <p>1) electricity</p> <p>2) before electricity</p>
<p>II</p> <p>1) <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>II</p> <p>1) generating powerful electric shocks</p> <p>2) it is almost blind</p>	<p>II</p> <p>1) (The discovery of) current electricity</p> <p>2) sales of consumer electronics</p>
<p>Note</p>		

21	22	23
I 1) sculpture 2) expressive 3) abstract 4) rearranged 5) elements 6) pose	I 1) sculpture at the Medici School 2) had natural talent	I 1) phenomenal nine scenes the Old Testament of the Bible 2) sculpting and painting
II 1) pigment 2) originated 3) celebrated 4) sponsored 5) mural 6) accomplishments	II 1) Michelangelo’s statue of David tall legs 2) moved to Rome	II 1) Chipping away the plaster and starting again from scratch 2) the final layout paper the floor of the chapel
Note		

24	25
<p>I</p> <p>1) Michelangelo the Pope (Pope Julius II)</p> <p>2) disagreement with a pope</p>	<p>I</p> <p>1) the expressive detail produced incredible</p> <p>2) works</p>
<p>II</p> <p>1) his clothes (his) boots</p> <p>2) three self-portraits</p>	<p>II</p> <p>1) different kinds of Michelangelo experimented</p> <p>2) (Almost all of the) elements of the work</p>
<p>Note</p> <p>FI 24 I 1): The answers may be reversed.</p> <p>FI 24 II 1): The answers may be reversed.</p>	

26	27
<p>I</p> <ol style="list-style-type: none"> 1) abstract 2) abstraction 3) expressive 4) expression 5) accomplishment 6) accomplish 	<p>I</p> <ol style="list-style-type: none"> 1) celebrated 2) celebrity 3) sculpture 4) sculpt 5) rearrange 6) arrangement
<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- it was one of his greatest accomplishments. 2)- While some artists like to paint abstract pictures <ul style="list-style-type: none"> - Although some artists paint abstract pictures 3)- the expression on his face was totally different from the one he wore that morning. <ul style="list-style-type: none"> - he had a different expression on his face. 	<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- she rearranged them. <ul style="list-style-type: none"> - she rearranged them in alphabetical order. 2)- I did (do) not like this sculpture. <ul style="list-style-type: none"> - I did (do) not understand this sculpture. 3)- dreamed of becoming a celebrity. <ul style="list-style-type: none"> - became a celebrity by creating masterpieces.
<p>Note</p> <p>FI 26 II, 27 II: Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u>, <u>punctuation</u> and <u>grammar</u>, they should be awarded full marks.</p>	

28	29	30
I 1) forms of art 2) ancient Greeks (both) athletic and beautiful	I 1) ‘Modern Art’ deliberately broke with established traditions and practices 2) the Impressionists vibrant colours than earlier artists did	I 1) Van Gogh Pablo Picasso 2) artists with Picasso’s work abstract style
II 1) during the Archaic period of Greek sculpture 2) Parthenon portray the actual people of Athens of the time	II 1) Vibrant colours (, such as yellow,) subtler colours 2) (famous) sunflower paintings	II 1) of the greatest works of art (in the world) belong to private collectors
Note FI 29 I 1): The quotation marks may be omitted.		

FI 31 – 33

31	32	33
I 1) limestone 2) drainage 3) crevices 4) enlarges 5) subterranean 6) formations	I 1) huge underground cavern a ceiling a hundred metres high 2) go where nobody has ever been before	I 1) made by water wearing away rock under the ground 2) water (rainwater) away the rock to form caves
II 1) caverns 2) sanctuary 3) penetrated 4) treacherous 5) fragile 6) conserve	II 1) Stalactites stalagmites 2) Slow-growing crystals	II 1) Tiny deposits of dissolved limestone 2) cave's roof
Note FI 32 II 1): The answers may be reversed.		

34	35
<p>I</p> <ol style="list-style-type: none"> 1) never leave the cave environment 2) without eyes 	<p>I</p> <ol style="list-style-type: none"> 1) cavers practise cave diving 2) cavers who have broken limbs in falls or lost their way and had to be rescued
<p>II</p> <ol style="list-style-type: none"> 1) live in large cave colonies made up of many millions of bats 2) feed on insects 	<p>II</p> <ol style="list-style-type: none"> 1) disturbing hibernating bat colonies with lights and noise 2) Caving groups more actively protective of the delicate cave environment
<p>Note</p>	

36	37
I 1) subterranean 2) submarine 3) enlarge 4) enact 5) cavern 6) cavernous	I 1) fragile 2) fragility 3) conserve 4) conservation 5) treacherous 6) treachery
II SAMPLE ANSWERS 1)- he drew a map detailing all of the subterranean passages. - he walked through the subterranean passage into another cave. 2)- we tried to enlarge it. - they enlarged it by chipping away at the rock. 3)- it was cavernous. - it was cavernous and made her feel small.	II SAMPLE ANSWERS 1)- he had destroyed something so fragile. - he knew better than to touch something so fragile. 2)- helps to conserve the caves. - works to conserve them. 3)- he had heard that they were very treacherous. - they were known for being treacherous.
Note FI 36 II , 37 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

38	39	40
<p>I</p> <p>1) (four teenage boys’ Vézère River</p> <p>2) enlarged the narrow crevice a space large enough to climb through</p>	<p>I</p> <p>1) computer-controlled air-conditioning inspected daily for algae and fungal growth</p>	<p>I</p> <p>1) the paintings formed part of ancient rituals to ward off evil spirits and bring luck during hunting</p>
<p>II</p> <p>1) black bulls and stags charging across the walls of the cave</p> <p>2) over 17,000 years old</p>	<p>II</p> <p>1) minerals wood, skin and horsehair stone lamps (that burned animal fat)</p>	<p>II</p> <p>1) prehistoric people would not have been able to provide enough lighting to see deep inside the cave</p>
<p>Note</p>		

41	42	43
<div>I</div> <div>1) tribes</div> <div>2) lifestyle</div> <div>3) span</div> <div>4) hostile</div> <div>5) cultures</div> <div>6) uprooted</div>	<div>I</div> <div>1) blame</div> <div>uprooting (the decline of)</div> <div>2) similar</div> <div>different</div>	<div>I</div> <div>1) it is not unusual</div> <div>2) one group</div> <div>travelled</div> <div>continuous</div>
<div>II</div> <div>1) bleak</div> <div>2) diet</div> <div>3) shelter</div> <div>4) utensils</div> <div>5) withstand</div> <div>6) administered</div>	<div>II</div> <div>1) main food source</div> <div>2) reindeer</div> <div>supplies</div>	<div>II</div> <div>1) short-term</div> <div>the winter</div> <div>2) cut out</div> <div>compact</div>
Note		

44	45
<p>I</p> <p>1) working occupations</p> <p>2) travelled difficult</p>	<p>I</p> <p>1) arrangement groups advance</p> <p>2) return once occupied</p>
<p>II</p> <p>1) based on sounds</p> <p>2) single language group</p>	<p>II</p> <p>1) gave administer</p> <p>2) (eagerly) supporting reviving</p>
<p>Note</p>	

46	47
I 1) culture 2) cultural 3) tribe 4) tribal 5) administration 6) administer	I 1) bleak 2) bleakly 3) hostile 4) hostility 5) utensil 6) utilise
II SAMPLE ANSWERS 1)- The Sama Bajo are a tribe of nomadic people living - Tribes of seafaring nomadic people live 2)- in waters administered by Australia. - in waters administered by the Australian government. 3)- threatens to destroy Sama Bajo culture. - is threatening Sama Bajo culture.	II SAMPLE ANSWERS 1)- Labrador, a bleak area with little vegetation. - the bleak coastal area called Labrador. 2)- A range of tools and weapons were utilised - The Inuit of Labrador utilised a range of tools and weapons 3)- they wanted to protect themselves from the hostile winter. - of the hostile winter.
Note FI 46 II , 47 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

48	49	50
<p>I</p> <p>1) settled permanently lands were split amongst several nations</p>	<p>I</p> <p>1) <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>I</p> <p>1) (to) become acquainted to demonstrate who is the stronger of the two</p>
<p>II</p> <p>1) declined (diminished) suburban rural</p>	<p>II</p> <p>1) Inuit to abandon their nomadic hunting lifestyle and traditional utensils</p>	<p>II</p> <p>1) law outright control of an area spanning 350,000 square kilometres</p>
<p>Note</p>		

51	52	53
I 1) source 2) illuminates 3) reflecting 4) bleaches 5) magnify 6) angle	I 1) design complex 2) difference	I 1) approaches (hits) 2) substance see through
II 1) perceive 2) combination 3) primary colours 4) mosaic 5) consists 6) conveys	II 1) combination produces 2) temporarily perceive	II 1) absorbs dark light 2) absorbing except
Note FI 53 II 1): The words (dark and light) can be reversed.		

54	55
<p>I</p> <p>1) drops hanging</p> <p>2) for the same reasons</p>	<p>I</p> <p>1) controlled spread in many directions</p> <p>2) takes to return to its source</p>
<p>II</p> <p>1) bounces off gas</p> <p>2) a sharp angle scattered</p>	<p>II</p> <p>1) solid areas of colour</p> <p>2) trick eye can generate any colour</p>
<p>Note</p>	

56	57
<p>I</p> <ol style="list-style-type: none"> 1) illuminate 2) illumination 3) reflect 4) reflection 5) magnify 6) magnification 	<p>I</p> <ol style="list-style-type: none"> 1) consist 2) consistent 3) perceive 4) perception 5) combination 6) combine
<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- coming from objects very far away and magnify them, enabling astronomers to study distant parts of space. 2)- Telescopes with large mirrors reflect more light <ul style="list-style-type: none"> - Telescopes with large mirrors can collect and reflect more light 3)- might be the illumination of stars that have long since died. <ul style="list-style-type: none"> - might be the illumination of dead stars. 	<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- consisted (consists) of seven colours <ul style="list-style-type: none"> - consisted of the same colours that are found in a rainbow 2)- were combined, the light became white once more. <ul style="list-style-type: none"> - were (are) combined, white light was (is) produced. 3)- perceived that cut glass created coloured light beams <ul style="list-style-type: none"> - perceived coloured light beams in the presence of sunlight
<p>Note</p> <p>FI 56 II, 57 II: Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u>, <u>punctuation</u> and <u>grammar</u>, they should be awarded full marks.</p>	

58	59	60
<p>I</p> <p>1) <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>I</p> <p>1) recording film light put back</p>	<p>I</p> <p>1) dissolve in ‘binders’ the pigments stick together</p>
<p>II</p> <p>1) flat images rarely the same size as the original object all of the visual information about the object except for colour</p>	<p>II</p> <p>1) see-through glass coated thin layer of glass</p>	<p>II</p> <p>1) the dyes used to make fabric purple were very expensive in important positions a sign of their wealth</p>
<p>Note</p>		

61	62	63
I 1) hard-wearing 2) garment 3) elegant 4) associated 5) restrictions 6) conceal	I 1) Wool, linen and silk 2) the time of day, the occasion, practicality and fashion	I 1) sports fans they want to feel part of a larger group 2) brightly coloured uniforms easy targets for their enemy
II 1) demonstrate 2) outrageous 3) trend 4) adorn 5) cosmetics 6) complexion(s)	II 1) vary climate 2) religious beliefs determine the clothes that some people wear	II 1) often reflects popular ideas of the time 2) control what people were allowed to wear
Note FI 62 I 1): The words (wool, linen, silk) may be put in any order. FI 62 I 2): The words (the time of day, the occasion, practicality, fashion) may be put in any order.		

64	65
<p>I</p> <p>1) the kimono what we know today as a dressing gown or bathrobe</p> <p>2) shoes extended so far walking difficult</p>	<p>I</p> <p>1) the wig (wigs) conceal his baldness</p> <p>2) Cleaning curling powdering</p>
<p>II</p> <p>1) cosmetics have not always been used solely by women</p> <p>2) modern fashions date back to antiquity</p>	<p>II</p> <p>1) women's hairstyles in the eighteenth century were extravagant</p> <p>2) staying at the cutting edge of fashion involved some discomfort</p>
<p>Note</p> <p>FI 65 I 2): The words (cleaning, curling, powdering) may be put in any order.</p>	

66	67
I 1) elegant 2) elegantly 3) conceal 4) concealer 5) outrageous 6) outrage	I 1) associate 2) association 3) demonstrate 4) demonstrative 5) restriction 6) restrictive
II SAMPLE ANSWERS 1)- would think your (our) clothes were outrageous. - wore outrageous clothes. 2)- an elegant lady would have been expected to wear a floor-length skirt. - a woman would not be elegant without a long skirt. 3)- are no longer required to conceal their legs. - do not have to conceal their legs.	II SAMPLE ANSWERS 1)- places restrictions on what people are permitted to wear. - places restrictions on people’s clothing. 2)- The law demonstrates a deep appreciation for 3)- are associated with the region where it was woven.
Note FI 66 II , 67 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

68	69	70
<p>I</p> <p>1) <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p>I</p> <p>1) beautiful fabrics lavishly adorned with pearls and jewels ruffs</p>	<p>I</p> <p>1) (the) long gowns worn by wealthy men did not have to work</p>
<p>II</p> <p>1) pretty velvet suits with lace collars grown to shoulder length, or longer, and curled</p>	<p>II</p> <p>1) are clearly documented in paintings and portraits</p> <p>2) expensive to buy or make that only rich people could afford</p>	<p>II</p> <p>1) jeans people have been wearing for over 150 years</p> <p>2) reinforced seams pockets for extra strength</p>
<p>Note</p>		

71	72	73
<div>I</div> <div>1) transport</div> <div>2) luxury</div> <div>3) crude</div> <div>4) emissions</div> <div>5) inject</div> <div>6) exhaust</div>	<div>I</div> <div>1) rapid development of the steam train</div> <div>2) petrol diesel kerosene</div>	<div>I</div> <div>1) injects fuel into the engine in precise bursts</div> <div>reduce exhaust emissions</div> <div>2) off-road vehicles capable of handling heavy loads</div> <div>extreme operating conditions</div>
<div>II</div> <div>1) capable</div> <div>2) reliable</div> <div>3) gauge</div> <div>4) mechanisms</div> <div>5) remedy</div> <div>6) daredevils</div>	<div>II</div> <div>1) one of the most important landmarks engine design</div> <div>2) engine innovations taking advantage</div>	<div>II</div> <div>1) the need for reliable designs quickly led to road trial tests and competitions</div> <div>2) motorcycles are used in a variety of situations</div>
<div>Note</div> <div>FI 72 I 2): The words (petrol, diesel, kerosene) may be put in any order.</div>		

74	75
<p>I</p> <ol style="list-style-type: none"> 1) readily available, reasonably priced fuel 2) took a long time to start up 	<p>I</p> <ol style="list-style-type: none"> 1) carbon monoxide, nitrogen oxides and hydrocarbons 2) air pollution problems in urban centres
<p>II</p> <ol style="list-style-type: none"> 1) early motorcycle races were extremely dangerous 2) motocross is a challenging and hazardous motorcycle sport 	<p>II</p> <ol style="list-style-type: none"> 1) death-defying performances 2) Jose Cabral is a true daredevil
<p>Note</p> <p>FI 75 I 1): The words (carbon monoxide, nitrogen oxides, hydrocarbons) may be put in any order.</p>	

76	77
I 1) emit 2) emission 3) transport 4) transportation 5) inject 6) injection	I 1) mechanism 2) mechanical 3) capacity 4) capable 5) reliable 6) reliability
II SAMPLE ANSWERS 1)- Catalytic converters reduce emissions (that are) - Some devices help to reduce emissions 2)- Engines that inject fuel in controlled bursts (and catalytic converters) 3)- we may rely on cars using renewable energy sources to transport goods and people.	II SAMPLE ANSWERS 1)- (to) determine possible mechanical improvements. - (to) see what kind of mechanical improvements they should make. 2)- is capable of handling challenging conditions. - is capable of travelling fast. 3)- how reliable the machine is. - if the motorcycle is reliable.
Note FI 76 II , 77 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

78	79	80
<p>I</p> <p>1) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I</p> <p>1) efforts made remedy the growing pollution problem</p>	<p>I</p> <p>1) attracts hundreds contestants sponsored by the largest desert racing organisation in the world (, SCORE International)</p>
<p>II</p> <p>1) was in constant production in ever- growing numbers</p>	<p>II</p> <p>1) needed a local testing ground a wide variety of road conditions that could test machines to their limits</p>	<p>II</p> <p>1) even in the earliest car races there was a class for motorcycles today there are as many forms of motorcycle racing as there are of car racing</p>
<p>Note</p>		

81	82	83
I 1) supernatural 2) unidentified 3) intrigue 4) guilty 5) jury 6) verdict	I 1) concentration mystery 2) a knock at the door the event	I 1) nervously was gone 2) mean hates Suki
II 1) confounds 2) unearthing 3) brilliance 4) suspicious 5) accused 6) injustice	II 1) (clearly) upset flinging her hands in the air 2) calmly slowly poured a cup of tea stirred in sugar	II 1) gloomy surrounded tall fence 2) shouted angrily frightened
Note		

84	85
<p>I</p> <p>1) lie provoke a reaction</p> <p>2) peculiar silence</p>	<p>I</p> <p>1) thinking posture</p> <p>2) (terribly) upset</p>
<p>II</p> <p>1) thinking guilty</p> <p>2) quiet only sound rustling leaves and chirping crickets</p>	<p>II</p> <p>1) grin spread across Felix's face entertained</p> <p>2) stomach attention</p>
<p>Note</p>	

86	87
I 1) unidentified 2) unidentifiable 3) guilt 4) guilty 5) accuse 6) accusation	I 1) intrigue 2) intriguing 3) brilliance 4) brilliant 5) suspicious 6) suspiciously
II SAMPLE ANSWERS 1)- accused of a crime. - wrongly accused, but is let free in the end. 2)- remains unidentified until the end. - is unidentified at the beginning. 3)- may be guilty. - seems guilty at first, but is let go eventually.	II SAMPLE ANSWERS 1)- Sherlock Holmes has intrigued readers (people) 2)- because of his incredible skills of observation and exceptional brilliance. - because of his brilliance. 3)- was a character who seemed suspicious. - was a suspicious character.
Note FI 86 II , 87 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

88	89	90
<p>I</p> <p>1) annoyed joke sharp looks</p>	<p>I</p> <p>1) startled might see</p>	<p>I</p> <p>1) angry accusing lie</p>
<p>II</p> <p>1) see inside unearth a few clues</p>	<p>II</p> <p>1) of the cupboards look like they were built by the same carpenter</p> <p>2) walking valuable clue</p>	<p>II</p> <p>1) had been trapped cupboard</p> <p>2) moved fond of playing in his garden</p>
<p>Note</p>		

91	92	93
I 1) monitors 2) retrieve 3) data 4) unauthorised 5) input 6) deleted	I 1) silent high-pitched voices of children’s cartoons on the television 2) nervous waiting for	I 1) lived up to her reputation an ill-tempered teacher 2) none of Simon’s fellow classmates enjoyed that first IT lesson
II 1) interactive 2) software 3) manipulate 4) graphics 5) three- dimensional 6) strategy	II 1) impressed vast assortment of electrical equipment 2) boring a yawn	II 1) noisy retreated peace 2) often expertly the character on the screen
Note		

94	95
<p>I</p> <p>1) excitement (big) trouble</p> <p>2) outgoing personality</p>	<p>I</p> <p>1) utter disbelief virus</p> <p>2) anger sent a computer virus</p>
<p>II</p> <p>1) anxious have done wrong</p> <p>2) introduced a computer virus</p>	<p>II</p> <p>1) tell his story the affair</p> <p>2) pleased amused look</p>
<p>Note</p>	

96	97
<div>I</div> <div><div>1) interact</div><div>2) interactive</div><div>3) graphics</div><div>4) graph</div><div>5) three-dimensional</div><div>6) dimension</div></div>	<div>I</div> <div><div>1) software</div><div>2) hardware</div><div>3) retrieve</div><div>4) retrieval</div><div>5) unauthorised</div><div>6) authority</div></div>
<div>II SAMPLE ANSWERS</div> <div><div>1)- interact with the game.<div>- interact more with the characters.</div></div><div>2)- have more artistic graphics.<div>- enjoy better graphics.</div></div><div>3)- Games had more three-dimensional realism<div>- Games got three-dimensional graphics</div></div></div>	<div>II SAMPLE ANSWERS</div> <div><div>1)- that attaches itself to other software on a computer.<div>- that affects software on a computer.</div></div><div>2)- retrieve important data from storage.<div>- retrieve information from storage.</div></div><div>3)- sits inside a computer allowing unauthorised access to the computer.<div>- sits inside the computer and permits unauthorised access.</div></div></div>
<div>Note</div> <div>FI 96 II, 97 II: Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u>, <u>punctuation</u> and <u>grammar</u>, they should be awarded full marks.</div>	

98	99	100
I 1) from school games Internet boring	I 1) absorbed in his search notice	I 1) unease older brother
II 1) annoyed scowled at his monitor thumped the keys on his keyboard	II 1) tired his legs were leaden and slow his reactions were sluggish	II 1) write own 2) cast his eyes down in a small, tearful voice
Note		

101	102	103
I 1) autobiographical 2) emphasis 3) opt 4) cherishes 5) menace 6) criticisms	I 1) raced bicycle 2) end summer break	I 1) jumped (high) the air 2) the deer vanished a faint scent behind
II 1) inward 2) bliss 3) margin 4) fluttering 5) torrents 6) sapphire	II 1) students exercising distance 2) a huge green blanket rolled out in the sun	II 1) the tiger water 2) unaware menace
Note		

104	105
<p>I</p> <p>1) a ruby red blood</p> <p>2) a diamond brilliant stone desire</p>	<p>I</p> <p>1) wandered (lonely) golden daffodils</p> <p>2) continuous (the) stars that shine</p>
<p>II</p> <p>1) the sun it sets</p> <p>2) the snow the white frosting found spread over wedding cakes</p>	<p>II</p> <p>1) ‘inward eye’</p> <p>2) dancing alongside the daffodils</p>
<p>Note</p> <p>FI 105 II 1): The quotation marks may be omitted.</p>	

106	107
I 1) emphasis 2) emphasise 3) biography 4) autobiographical 5) criticism 6) critical	I 1) inward 2) inwardly 3) torrential 4) torrent 5) margin 6) marginalise
II SAMPLE ANSWERS 1)- wrote criticism about novel writing. - also wrote criticism. 2)- E M Forster emphasised the importance of self-expression and honesty - The importance of self-expression and honesty were emphasised 3)- an autobiographical novel. - an autobiographical novel (written) by E M Forster.	II SAMPLE ANSWERS 1)- after inwardly reflecting on his personal experiences. - after reflecting inwardly. 2)- the torrent of a waterfall. - a torrent of water. 3)- was marginalised by critics. - was marginalised (because his work was so different from respected styles).
Note FI 106 II , 107 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

108	109	110
I 1) daffodils people words normally associated with people	I 1) ability to make fire vital to life	I 1) torrential rains and hurricanes (violent storms) threatened (menaced)
II 1) words are usually used to talk about people ‘jocund company’	II 1) (both) the icy particles in the wind and pepper feel similar	II 1) a bird wants warmth in the winter wanted to live where there were crowds of people
Note FI 108 II 1): The quotation marks may be omitted.		

111	112	113
I	I	I

114	115
<p>I</p> <hr/> <p>1)</p> <ul style="list-style-type: none"> • Students should answer either Fred or Bert. • Students may answer the question using their own words and their own ideas. • Students are not required to answer in a full sentence, provided their answer makes sense in the context. <p>SAMPLE ANSWERS</p> <p>I believe it is Fred.</p> <p>Bert</p> <p>Fred</p>	<p>I</p> <hr/> <p>1)</p> <ul style="list-style-type: none"> • Students may answer the question using their own words and their own ideas. • Students are not required to answer in a full sentence, provided their answer makes sense in the context. <p>SAMPLE ANSWERS</p> <p>If I were Fred in Bert's body, I would try and get fit so that I could make my body like the one I used to have.</p> <p>I'd lose weight.</p> <p>make the Martians reverse the operation</p> <p>I think I'd accept my new body and get on with my life.</p> <p>I'd probably find that this is the way I'd always wanted to be.</p> <p>Try to be happy as I am</p>

116	117	118
I	I	I
	<p>1)</p> <ul style="list-style-type: none">• Answers should contain reference to sharing 'the same memories and personality traits', or 'having the right memories and personality traits'.• The question refers to FI 117b.• Students may answer the question using their own words.• Students are not required to answer in a full sentence, provided their answer makes sense in the context. <p>SAMPLE ANSWERS</p> <p>The author says that sharing the same memories and personality traits makes them the same person.</p> <p>Having the right memories the right personality traits</p>	

119	120
<div data-bbox="90 169 144 193" data-label="Text">I</div>	<div data-bbox="590 169 644 193" data-label="Text">I</div> <div data-bbox="590 323 617 355" data-label="Text">1)</div> <div data-bbox="600 363 1061 863" data-label="List-Group"> <ul style="list-style-type: none"> • Answers should contain reference to at least one idea from the passage, e.g. ▶ personal identity, brain swaps, Martians, changing physical appearance but the same identity, brain scanner, a person being like a rope, memories, reincarnation, new body, the soul, etc. • Students may answer the question using their own words and their own ideas. • Answers should be written in one or more full sentences. They should be correctly punctuated and the words correctly spelt. </div> <div data-bbox="592 914 826 938" data-label="Section-Header">SAMPLE ANSWERS</div> <div data-bbox="592 962 1041 1070" data-label="Text"> <p>I like the idea of reincarnation, because I think it would be fun to come back as another person.</p> </div> <div data-bbox="592 1094 1061 1278" data-label="Text"> <p>I thought this file was too long and complicated. All the stuff about personal identity was boring, but I liked the cartoons. They were funny.</p> </div>

121	122	123
<div>I</div> <div>1) paralyse</div> <div>2) occurrences</div> <div>3) ominous</div> <div>4) superstitions</div> <div>5) appalled</div> <div>6) sinister</div>	<div>I</div> <div>1) tormented by the sour mood Grandpa displayed every time he woke up</div> <div>find rocks to add to his collection</div>	<div>I</div> <div>1) wild-eyed</div> <div>soiled white dress was piled on her head and tied with a ribbon to be about Nate’s age or slightly younger</div>
<div>II</div> <div>1) deliberately</div> <div>2) torment</div> <div>3) anguish</div> <div>4) pranks</div> <div>5) hysterical</div> <div>6) unbearable</div>	<div>II</div> <div>1) rich canopy of foliage and intricate network of tree roots</div> <div>something sinister</div>	<div>II</div> <div>1) nervous</div> <div>(him) something better than a rock to add to his collection</div>
Note		

124	125
<p>I</p> <p>1) to help find found (finds) the best hiding places always playing pranks on Sophia/her</p>	<p>I</p> <p>1) mere mention of climbing the bank paralysed him Sophia to pull with unexpected force</p>
<p>II</p> <p>1) look of anguish in Sophia's eyes shiny (new) coin had never seen</p>	<p>II</p> <p>1) stumbled over rocks slipped on the slick carpet of leaves never lost her footing there was no real path</p>
<p>Note</p>	

126	127
<p>I</p> <ol style="list-style-type: none"> 1) paralyse 2) paralysis 3) occurrence 4) occur 5) superstition 6) superstitious 	<p>I</p> <ol style="list-style-type: none"> 1) unbearable 2) unbearably 3) deliberately 4) deliberate 5) hysterical 6) hysterically
<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- all stories about ghosts or superstitions hard to believe. - superstitions hard to believe. 2)- after witnessing the most frightening occurrence of her life. - after witnessing a frightening occurrence. 3)- she was paralysed with fear. - it paralysed her. 	<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- that the screeching sound of cats fighting outside was unbearable. - that the sound of cats was unbearable. 2)- deliberately left the door open so that he could get back inside. - left the door open deliberately so that he could get back inside. 3)- by hysterical laughter. - by the ghastly sound of hysterical laughter.
<p>Note</p> <p>FI 126 II, 127 II: Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u>, <u>punctuation</u> and <u>grammar</u>, they should be awarded full marks.</p>	

128	129	130
<p>I</p> <p>1) her furrowed brow erasing any charm from her otherwise pretty face screaming at the top of her lungs</p>	<p>I</p> <p>1) out of the house when he had work to do into the forest he was not supposed to</p>	<p>I</p> <p>1) slipping on his coat and hat no sense believing in superstitions</p>
<p>II</p> <p>1) leapt back, tripped on a rock (that was in her path), lost her balance and tumbled down over the other side of the cliff.</p>	<p>II</p> <p>1) Sophia Duffet the Duffet twins disappeared in the forest over 60 years ago. (the Duffet twins had disappeared in the forest over 60 years before.)</p>	<p>II</p> <p>1) the fresh footprints and the shiny new coin. (the fresh footprints scattered about the area and the (shiny new) coin that had gone out of circulation 60 years before.)</p>

Note

FI 128 **II**, 129 **II**, 130 **II**: Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.

131	132	133
I 1) overthrown 2) reforms 3) equality 4) riots 5) reigned 6) treason	I 1) there was a wide gap pay more taxes than nobles and churchmen	I 1) Austria had long been France’s enemy it was hoped that the marriage would encourage good relations between the two countries
II 1) promoted 2) triumphs 3) reputation 4) tax 5) downfall 6) imprisoned	II 1) the poor quality of life with the way France was being governed	II 1) ran around with frivolous party- makers, gambling, dancing and acting in plays expensive tastes in dresses and hairstyles Austrian origin
Note		

134	135
<p>I</p> <p>1) set down in writing rules for how France was to be most of his power</p>	<p>I</p> <p>1) guilty of treason to request help from foreign governments</p>
<p>II</p> <p>1) by arranging the family's escape the king would try to regain the power he had lost by seeking help abroad</p>	<p>II</p> <p>1) peace to France still forms the basis of many countries' legal systems war to much of Europe</p>
<p>Note</p>	

136	137
<p>I</p> <ol style="list-style-type: none"> 1) imprison 2) prisoner 3) overthrow 4) overpower 5) treason 6) treasonous 	<p>I</p> <ol style="list-style-type: none"> 1) reform 2) reformation 3) promote 4) promotion 5) triumph 6) triumphant
<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- the monarchy was overthrown (and France was made a republic). 2)- The king and Marie Antoinette (They) were found guilty of treason. 3)- they were imprisoned (in the royal palace in Paris). 	<p>II SAMPLE ANSWERS</p> <ol style="list-style-type: none"> 1)- he was promoted to the rank of Brigadier General. - he had rapidly been promoted. 2)- Napoleon made many reforms (to French society). 3)- by 1812, Napoleon had many military triumphs. - he had many triumphs.
<p>Note</p> <p>FI 136 II, 137 II: Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u>, <u>punctuation</u> and <u>grammar</u>, they should be awarded full marks.</p>	

138	139	140
<p>I</p> <p>1) he was born on the island of Corsica in the Mediterranean Sea</p> <p>became a French territory only a year before his birth</p>	<p>I</p> <p>1) reputation for success</p> <p>longed for a strong leader who would bring peace and stability to the country</p>	<p>I</p> <p>1) retreating and destroying everything behind them</p> <p>further and further into Russia, using up valuable energy and provisions on the way</p>
<p>II</p> <p>1) he was involved in the successful recapture of the French port of Toulon and put down a rebellion in Paris.</p>	<p>II</p> <p>1) improved the education system, gave peasants more money (by reorganising the tax system) and granted all citizens equality before the law.</p>	<p>II</p> <p>1) reducing his army to 20,000 men</p> <p>countries opposed to Napoleon the opportunity to invade France.</p>

Note

FI 138 **II**, 139 **II**, 140 **II**: Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.

141	142	143
<div>I</div> <div>1) stimulus</div> <div>2) instinct</div> <div>3) orientate</div> <div>4) mature</div> <div>5) dominant</div> <div>6) aggressive</div>	<div>I</div> <div>1) sounds of wolves</div> <div>a ghostly chorus</div> <div>over the air</div>	<div>I</div> <div>1) it is not always</div> <div>possible to remove</div> <div>crocodiles to remote</div> <div>places</div>
<div>II</div> <div>1) exhibit</div> <div>2) abdomen</div> <div>3) antennae</div> <div>4) compound</div> <div>5) social</div> <div>6) foliage</div>	<div>II</div> <div>1) domestic dogs</div> <div>wolves</div> <div>many of the same</div> <div>characteristics as their</div> <div>wolf ancestors</div>	<div>II</div> <div>1) to loud motorboat and</div> <div>car noises and to</div> <div>human smells and</div> <div>sounds</div> <div>it to fear people and</div> <div>avoid contact with</div> <div>them</div>
Note		

144	145
<p>I</p> <p>1) migrates over long distances travel thousands of kilometres to return to fresh water</p>	<p>I</p> <p>1) 800,000 (species) have been identified so far there could be between five and ten million species</p>
<p>II</p> <p>1) a true hibernator (true hibernators)</p> <p>they cease activity completely when they hibernate</p>	<p>II</p> <p>1) towards artificial light attracted to chemicals in flowers attracted to body heat and moisture (attracted to a combination of stimuli, including body heat and moisture)</p>
<p>Note</p>	

146	147
I 1) mature 2) maturity 3) dominant 4) dominate 5) aggressive 6) aggressively	I 1) stimulus 2) stimuli 3) exhibit 4) exhibition 5) instinct 6) instinctively
II SAMPLE ANSWERS 1)- adult males dominate (over females and young chimpanzees). 2)- join another group when they reach maturity. 3)- behave aggressively towards chimpanzees from another (community).	II SAMPLE ANSWERS 1)- stimuli, such as colder weather and shorter days, by migrating. 2)- exhibit an ability to find their way over long distances. - exhibit a remarkable ability to orientate themselves. 3)- Birds are instinctively able to use the position of the sun
Note FI 146 II , 147 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

148	149	150
<p>I</p> <p>1) insects fertilising flowers, dispersing seeds waste products</p>	<p>I</p> <p>1) farmers crop is a special kind of fungus unique to</p>	<p>I</p> <p>1) they have as many as five (they are made up of five) most ant species are made up of three (have three castes)</p>
<p>II</p> <p>1) tiny yachts with their sails to the wind because each ant carries a semi- circular leaf fragment (weighing up to ten times its own weight).</p>	<p>II</p> <p>1) plant-eating animal they devour more of the available plant matter than any other plant- eating animal that lives there.</p>	<p>II</p> <p>1) in the way that worker ants look after their queen and young ants.</p>

Note

FI 148 **II**, 149 **II**, 150 **II**: Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.

151	152	153
I 1) classifications 2) craftsmanship 3) distinct 4) employ 5) strengthen 6) cylinder	I 1) depend on holes at different points along the instrument utilise the shape of the player’s mouth	I 1) make sound when a length of wire or silk employ a wooden soundboard to strengthen
II 1) Fusing 2) complex 3) chords 4) improvise 5) quartets 6) quintets	II 1) first bandleader to improvise music in the style that later became known as jazz and famous for his loud, clear tone.	II 1) by introducing a new way of improvising on stringed instruments and (by) fusing the energy and distinct sounds of Gypsy music with jazz.
Note FI 152 II , 153 II : Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.		

154	155
<p>I</p> <p>1) when a player blows a narrow stream of air against the edge of a hole in a cylinder employ reeds</p>	<p>I</p> <p>1) tension of its membrane higher stretched</p>
<p>II</p> <p>1) numerous gifted soloists joined composed complex chord arrangements that emphasised their individual talent.</p>	<p>II</p> <p>1) fused the usually fixed pulse of jazz with a melodic style of drumming (through inventive improvising) and helped raise the position of the percussionist to equal that of a melody developer.</p>
<p>Note</p> <p>FI 154 II, 155 II: Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.</p>	

156	157
I 1) classify 2) classification 3) cylindrical 4) cylinder 5) distinct 6) distinction	I 1) improvise 2) improvisation 3) fusion 4) fuse 5) quarterly 6) quartet
II SAMPLE ANSWERS 1)- is classified as a brass instrument. - is classified as a member of the brass family of wind instruments. 2)- The cornet looks like a trumpet, with a cylindrical shape bent several times. - The cornet has the same cylindrical shape as a trumpet. 3)- gives it a distinct mellow tone. - gives it a distinct sound.	II SAMPLE ANSWERS 1)- innovative improvisation. - his rich tone and skill at improvisation. 2)- fusing a rapid style of playing with layered harmonies. - having fused fast playing with layered harmonies. 3)- Webster recorded with many quartets. - Webster recorded with Duke Ellington’s big band and other quartets.
Note FI 156 II , 157 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

158	159	160
<p>I</p> <p>1) herding societies have developed instruments that look or sound like their animals</p>	<p>I</p> <p>1) replaced the harpsichord's plucking mechanism with hammers that strike strings and (also) added dampers (that fell on the strings)</p>	<p>I</p> <p>1) a rapid style of improvising based on complex chord changes, while cool jazz emphasised a more relaxed approach to improvisation.</p>
<p>II</p> <p>1) The discovery that cylinders could produce more than one note by vibration of the lips and (the discovery of) the musical qualities of string</p>	<p>II</p> <p>1) the sources of jazz African rhythms, European harmonies and religious melodies complex and varied</p>	<p>II</p> <p>1) employs electric guitars and keyboards and favours rock-influenced drumming and catchy, somewhat repetitive melodies.</p>

Note

FI 158 **II**, 160 **I** and **II**: Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.

161	162	163
I 1) region 2) differ 3) policy 4) declining 5) interpreted 6) enrich	I 1) position as the official language of the International Court of Law the Universal Postal Union	I 1) can be heard, at least for religious purposes, in numerous regions across Africa and Asia its role as the language of Islam’s holiest text, the Qu’ran
II 1) prestige 2) widespread 3) rivals 4) tremendous 5) translated 6) structure	II 1) closely related to Latin spoken by (almost) 350 million people	II 1) facilitate more effective communication because there are many different types of Chinese (, as different as French is from Spanish).
Note FI 163 II : Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.		

164	165
<p>I</p> <p>1) English as a second or foreign language</p> <p>increasingly use English</p> <p>tailored to meet specific goals</p> <p>communication in business or science</p>	<p>I</p> <p>1) Jutes, the Angles and the Saxons</p> <p>Norman</p> <p>1066</p> <p>St Augustine's</p> <p>the sixth century</p>
<p>II</p> <p>1) developed their own forms of the language particular to their surroundings, such as distinctly Australian words like 'boomerang' and 'kangaroo'.</p>	<p>II</p> <p>1) that supports the statement that (today) the English language is widely used for international communication.</p>
<p>Note</p> <p>FI 164 II, 165 II: Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.</p>	

166	167
I 1) political 2) policy 3) interpret 4) interpretation 5) regional 6) region	I 1) translate 2) translation 3) structure 4) structural 5) tremendously 6) tremendous
II SAMPLE ANSWERS 1)- we would need huge numbers of people to interpret. - people around the globe could not communicate without people interpreting. 2)- are still spoken in rural regions. 3)- due to economic or social pressure or government policies. - because of government policies that try to standardise their nations’ languages.	II SAMPLE ANSWERS 1)- acquiring a tremendous number of new words. 2)- all communication translated. 3)- to have much effect on the structure of English. - to change the grammatical structure of English.
Note FI 166 II , 167 II : Provided students use the words in the brackets appropriately in the given context and show correct use of <u>spelling</u> , <u>punctuation</u> and <u>grammar</u> , they should be awarded full marks.	

168	169	170
<p>I</p> <p>1) words and ideas mathematical and scientific ideas were once mixed</p>	<p>I</p> <p>1) maintain a distinctly French- speaking society English-speaking Britain acquired</p>	<p>I</p> <p>1) studying epic poems (, like Beowulf,) and studying surviving languages that share similarities to English (, like Icelandic).</p>
<p>II</p> <p>1) Shih Huang-di shaped the Chinese language by standardising Chinese characters, which helped form a link with regional groups (who spoke different types of Chinese).</p>	<p>II</p> <p>1) connects different regions and countries through a common language. (continues to play an important role for millions of people, connecting different regions and countries through a common language.)</p>	<p>II</p> <p>1) regional variations of the language and the use of English as a second or foreign language.</p>
<p>Note</p> <p>FI 168 II, 169 II, 170 I and II: Some variation in wording is acceptable for answers written in the bracket space provided, however, the information should be the same as given in the sample printed here.</p>		

171	172
<div>I</div> <div>1) C</div> <div>2) E</div> <div>3) A</div> <div>4) G</div> <div>5) F</div> <div>6) H</div> <div>7) B</div> <div>8) D</div>	<div>I</div> <div>1) D</div> <div>2) H</div> <div>3) A</div> <div>4) G</div> <div>5) B</div> <div>6) C</div> <div>7) E</div> <div>8) F</div>
<div>II</div> <div>1) F</div> <div>2) C</div> <div>3) H</div> <div>4) G</div> <div>5) E</div> <div>6) A</div> <div>7) I</div> <div>8) D</div> <div>9) B</div>	<div>II</div> <div>1) E</div> <div>2) H</div> <div>3) D</div> <div>4) I</div> <div>5) A</div> <div>6) C</div> <div>7) B</div> <div>8) F</div> <div>9) G</div>
Note	

173	174	175
I	I	I
1) C	1) F	1) C
2) F	2) H	2) G
3) H	3) A	3) E
4) E	4) G	4) H
5) G	5) B	5) D
6) A	6) E	6) F
7) B	7) C	7) A
8) D	8) D	8) B
II	II	II
1) C	1) G	1) E
2) G	2) E	2) C
3) F	3) I	3) G
4) A	4) C	4) I
5) I	5) H	5) A
6) B	6) A	6) H
7) H	7) B	7) B
8) D	8) D	8) F
9) E	9) F	9) D
Note		

176	177
<div>I</div> <div>1) yarn</div> <div>2) generated</div> <div>3) drainage</div> <div>4) lifestyle</div> <div>5) accomplishment</div> <div>6) magnify</div> <div>7) associated</div> <div>8) particles</div>	<div>I</div> <div>1) expressive</div> <div>2) limestone</div> <div>3) larva</div> <div>4) culture</div> <div>5) source</div> <div>6) charge</div> <div>7) formations</div> <div>8) emissions</div>
<div>II</div> <div>1) exhaust</div> <div>2) supernatural</div> <div>3) retrieved</div> <div>4) criticism</div> <div>5) ominous</div> <div>6) instinct</div> <div>7) differs</div> <div>8) overthrown</div> <div>9) classifications</div>	<div>II</div> <div>1) adorned</div> <div>2) data</div> <div>3) paralysed</div> <div>4) unidentified</div> <div>5) stimulus</div> <div>6) rioting</div> <div>7) employs</div> <div>8) decline</div> <div>9) emphasis</div>
Note	

178	179	180
I	I	I
1) policy	1) calculate	1) originated
2) intrigued	2) elegant	2) reign
3) chords	3) enlarged	3) conceal
4) dominant	4) angles	4) mechanisms
5) input	5) smuggled	5) verdict
6) occurrence	6) injected	6) react
7) equality	7) uprooted	7) prestige
8) autobiographical	8) abstract	8) unearthed
II	II	II
1) static	1) orientate	1) cavern
2) loom	2) interpret	2) appalled
3) garment	3) unauthorised	3) mature
4) Subterranean	4) cherished	4) embroidery
5) elements	5) distinct	5) craftsmanship
6) crude	6) jury	6) convey
7) spans	7) transport	7) opted
8) complexions	8) superstitions	8) tribes
9) bleached	9) reputation	9) deleted
Note		

181	182
<div>I</div> <div>1) D</div> <div>2) F</div> <div>3) H</div> <div>4) G</div> <div>5) A</div> <div>6) E</div> <div>7) B</div> <div>8) C</div>	<div>I</div> <div>1) C</div> <div>2) H</div> <div>3) F</div> <div>4) D</div> <div>5) G</div> <div>6) A</div> <div>7) B</div> <div>8) E</div>
<div>II</div> <div>1) E</div> <div>2) C</div> <div>3) F</div> <div>4) I</div> <div>5) A</div> <div>6) H</div> <div>7) G</div> <div>8) B</div> <div>9) D</div>	<div>II</div> <div>1) G</div> <div>2) E</div> <div>3) I</div> <div>4) F</div> <div>5) H</div> <div>6) A</div> <div>7) B</div> <div>8) C</div> <div>9) D</div>
Note	

183	184	185
I	I	I
1) D	1) H	1) G
2) F	2) E	2) D
3) B	3) B	3) H
4) C	4) G	4) F
5) A	5) A	5) A
6) H	6) F	6) E
7) E	7) C	7) B
8) G	8) D	8) C
II	II	II
1) C	1) B	1) I
2) H	2) D	2) G
3) E	3) H	3) H
4) F	4) A	4) A
5) D	5) C	5) B
6) I	6) G	6) C
7) A	7) I	7) D
8) G	8) E	8) F
9) B	9) F	9) E
Note		

186	187
<p>I</p> <ol style="list-style-type: none"> 1) treason 2) circuits 3) administer 4) interactive 5) Aggressive 6) secrecy 7) improvised 8) perceive 	<p>I</p> <ol style="list-style-type: none"> 1) foliage 2) magnetic 3) fuse 4) consists 5) confounded 6) oasis 7) menacing 8) cosmetics
<p>II</p> <ol style="list-style-type: none"> 1) region 2) sponsored 3) accused 4) inward 5) penetrate 6) gauged 7) strategy 8) trends 9) tormented 	<p>II</p> <ol style="list-style-type: none"> 1) enrich 2) sculpture 3) capable 4) deliberately 5) diet 6) triumphs 7) torrent 8) fragile 9) Three-dimensional
<p>Note</p>	

188	189	190
I	I	I
1) boosted	1) devices	1) breakthrough
2) downfall	2) Merchants	2) sanctuary
3) remedy	3) withstand	3) illuminate
4) abdomen	4) celebrated	4) terrain
5) lucrative	5) restrictions	5) utensil
6) anguish	6) treacherous	6) rival
7) complex	7) software	7) suspicious
8) murals	8) mosaic	8) pigments
II	II	II
1) structure	1) margin	1) widespread
2) injustice	2) reliable	2) outrageous
3) conserve	3) imprisoned	3) compound
4) hostile	4) brilliance	4) daredevil
5) demonstrate	5) prank	5) flutter
6) bliss	6) promoted	6) quintet
7) sinister	7) quartet	7) hysterical
8) combination	8) translated	8) reform
9) graphics	9) antennae	9) manipulate
Note		

191	192	193
I	I	I
	<p>1)</p> <ul style="list-style-type: none">• The question refers to the last paragraph of FI 192b.• Students may answer the question using their own words and their own ideas.• Students are not required to answer in a full sentence, provided their answer makes sense in the context. <p>SAMPLE ANSWERS</p> <p>I think it was a good idea because it meant they knew if there was going to be trouble.</p> <p>It was self-defence.</p> <p>very sensible</p> <p>I don't think it is a good idea because it is dishonest to secretly read someone else's letters.</p>	

194	195
<div data-bbox="90 169 144 196" data-label="Section-Header">I</div> <hr/> <p>1)</p> <ul style="list-style-type: none"> • Answers should contain reference to at least one idea from the story, e.g. ▶ it waited too long, the mother was late dropping the children off, etc. • The question refers to FI 194a. • Students may answer the question using their own words. • Students are not required to answer in a full sentence, provided their answer makes sense in the context. <p>SAMPLE ANSWERS</p> <p>The stuffed bread collapsed because it waited too long.</p> <p>It was cooked for too long.</p> <p>The children's mother dropped the children off forty minutes late.</p> <p>because the children's mother made Daniel wait</p>	<div data-bbox="590 169 644 196" data-label="Section-Header">I</div> <hr/> <p>1)</p> <ul style="list-style-type: none"> • Students tick the sentence that describes what they think is most likely to happen. They may tick any sentence. (The first sentence describes what actually happens.)

196	197	198
I	I	I
<p>1)</p> <ul style="list-style-type: none"> Answers should contain reference to at least one idea from the story, e.g. ► the children's mother, a problem with the weekend visit, etc. The question refers to FI 196b. Students may answer the question using their own words. Students are not required to answer in a full sentence, provided their answer makes sense in the context. <p>SAMPLE ANSWERS</p> <p>I think Daniel is so upset because the children's mother has robbed him of his weekend with them.</p> <p>The children's mother is a thoughtless witch.</p> <p>There is an unexpected problem with the weekend.</p> <p>because his wife has told him he won't be able to have the children at the weekend</p>		<p>1)</p> <ul style="list-style-type: none"> Answers should contain reference to the children's lack of interest in the letter. The question refers to the last paragraph of FI 198a (from 'Daniel glanced at ...'). Students may answer the question using their own words. Students are not required to answer in a full sentence, provided their answer makes sense in the context. <p>SAMPLE ANSWERS</p> <p>Daniel knows that Lydia and Christopher have read the letter because of the way that they show no interest in its contents.</p> <p>Christopher pretends to be absorbed by Hetty and Lydia pretends to be interested in the week's pile of letters.</p> <p>by their lack of interest</p>

199	200
<p>I</p>	<p>I</p> <p>1)</p> <ul style="list-style-type: none"> • Students may answer the question using their own words and their own ideas, but they should justify their answer. The reason may not be taken directly from the extract but it should relate to the story. • Answers should be written in one or more full sentences. They should be correctly punctuated and the words correctly spelt. <p>SAMPLE ANSWERS</p> <p>I think Daniel is a funny man because he has an amazing imagination.</p> <p>I think Daniel is an angry man because he always loses his temper.</p> <p>I think Daniel is a sad man because he misses his children.</p> <p>I like Daniel, but I think he has a difficult, lonely time living as a single parent.</p>